

GRADE 4
LANGUAGE ARTS
LITERACY
2000 SAMPLE FORM

LAST NAME														FIRST NAME								Middle Initial																													
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Day 1

Directions to the Student

Today you will take the ESPA Language Arts Literacy test. For this test, you will read some passages, answer questions, and do some writing.

When you are taking this test, remember these important things:

1. When you are asked to write your answers or complete a writing task, write neatly and clearly on the lines provided.
2. If you finish a section of the test early, you may check your work in that section only.
3. When you see a STOP sign, do **not** turn the page until you are told to do so.



Writing Task A

Use the picture on page 4 to create a story about what might be happening.

You may make notes, create a web, or do other prewriting work in the space provided on pages 5 and 6. Then, write your story on the lines provided on pages 7 and 8.

Here is a checklist for you to follow to help you do your best writing. Please read it silently as I read it aloud to you.

Writer's Checklist

Remember to

- ☐ Keep the central idea or topic in mind.
- ☐ Keep your audience in mind.
- ☐ Support your ideas with details, explanations, and examples.
- ☐ State your ideas in a clear sequence.
- ☐ Include an opening and a closing.
- ☐ Use a variety of words and vary your sentence structure.
- ☐ State your opinion or conclusion clearly.
- ☐ Capitalize, spell, and use punctuation correctly.
- ☐ Write neatly.

After you write your story, read what you have written. Use the checklist to make certain that your writing is the best it can be.





WRITING TASK A – PREWRITING SPACE

Use the space below and on page 6 to plan your writing.



WRITING TASK A – PREWRITING SPACE (continued)



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Page 8



**DO NOT GO ON
UNTIL YOU ARE
TOLD TO DO SO.**

Directions to the Student

Now you will read another person's story about the picture and answer the questions that follow.

Some questions will be multiple-choice; others will be open-ended.

1. You may look back at the reading passage as often as you want.
2. Read each question carefully and think about the answer.
3. For each multiple-choice question, select the best answer and fill in the circle next to your choice. Make sure you fill in the correct circle.
4. If you do not know the answer to a question, go on to the next question. You may come back to the skipped question later if you have time.

Sample Passage

The sample passage and questions below show you what the questions are like and how to mark your answer.

Weather is the condition of the air at a certain time and place. Knowing what the weather is going to be like is useful whether you are planning a special event or performing a task. One way to learn about the weather is to listen to a weather report.

A weather report usually answers these questions: (1) What is the temperature? (2) Is the sun shining or is it cloudy? (3) Has there been any rain, snow, or hail? (4) How windy is it? (5) Is there much dampness – humidity – in the air?



Sample Multiple-Choice Question

For this type of question, select the best answer, and fill in the circle next to the answer you choose. For example:

According to the passage, which question would a weather report answer?

- Ⓐ Where are we?
- Ⓑ What time is it?
- Ⓒ Who are you?
- How hot is it?

The correct answer is D. The circle with the D in it has been filled in to show that D is the correct answer.

Sample Open-Ended Question

For this type of question, you will write several sentences on the lines provided. For example:

According to the passage, weather is the condition in a certain time and place. Why would it be important to know what the weather is today or what it will be tomorrow? Be sure to use examples or ideas from the passage or your own life to support your answer.

It is important to know what the weather is so you
can plan what you are going to do. If you decide to go
swimming, but you don't know what the weather is
going to be like, you could find yourself swimming
between the raindrops or the snowflakes!

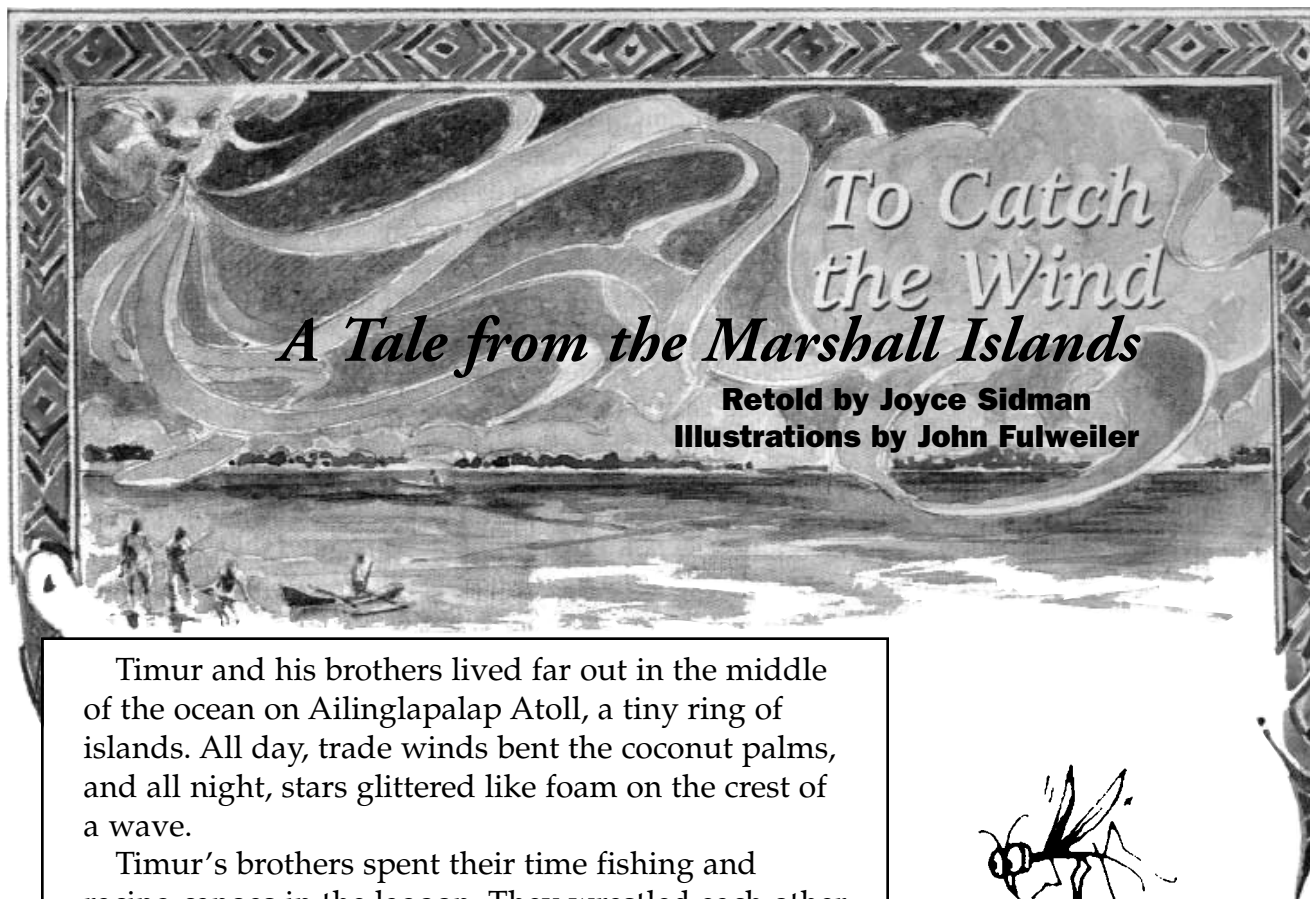
[These are the first two sentences of a good answer.]



**DO NOT
WRITE IN
THIS AREA**



Directions: Read the passage, and answer the questions that follow.



Timur and his brothers lived far out in the middle of the ocean on Ailinglapalap Atoll, a tiny ring of islands. All day, trade winds bent the coconut palms, and all night, stars glittered like foam on the crest of a wave.

Timur's brothers spent their time fishing and racing canoes in the lagoon. They wrestled each other on the white sand and argued over whose arms were strongest, whose canoe was fastest. Timur, the youngest, kept silent during these arguments. Though he fished every day with his brothers, he was neither big nor strong and could never hope to surpass them. When he tired of their loud voices, he would wander to his mother's hut and listen to her tales instead.

His mother, Likantur, was wise in the ways of the ocean and taught her sons all she knew. Timur loved to listen to her tell of the tides that filled and emptied the lagoon, of the currents that moved like eels beneath the green water, and of the coral reef, whose jagged teeth were as sharp as a shark's.

Most of all, he loved to hear her speak of the wind. "The wind has great power," she would tell Timur. "One minute it will sleep, the next it will roar. If we



THE
MARSHALL ISLANDS
ARE A GROUP OF
LOW-LYING ATOLLS,
OR CORAL ISLANDS,
IN THE PACIFIC OCEAN
ABOUT 2,500 MILES
SOUTHWEST OF HAWAII!



A TARO PLANT IS
A TROPICAL PLANT
WITH A THICK, EDIBLE
UNDERGROUND STEM!



could catch it, we could go anywhere, perhaps even beyond Ailinglapalap." Timur would look at her in wonder, for how could anyone catch the wind? Then he would stare out over the water and wonder what lay beyond the dancing waves.

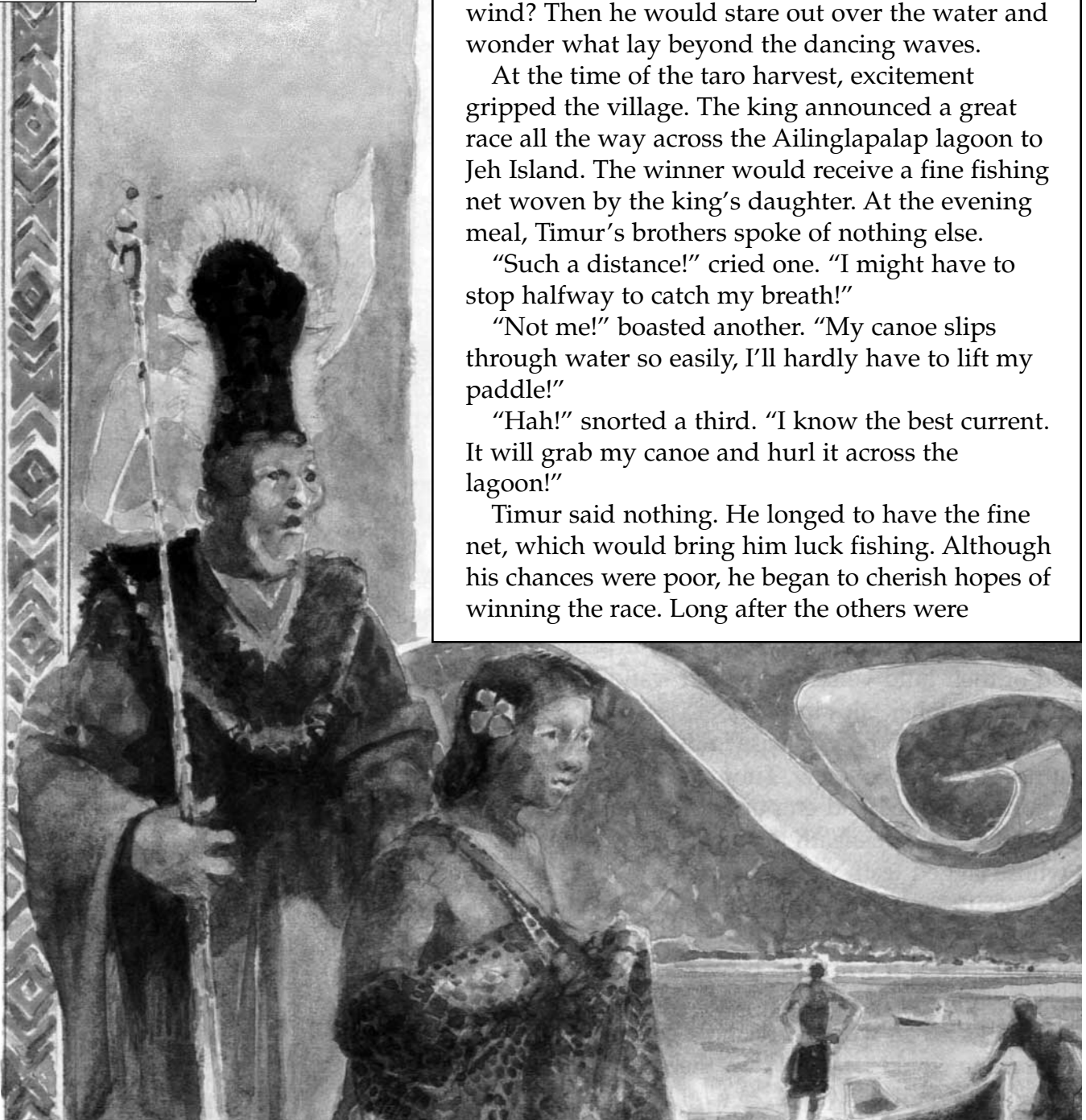
At the time of the taro harvest, excitement gripped the village. The king announced a great race all the way across the Ailinglapalap lagoon to Jeh Island. The winner would receive a fine fishing net woven by the king's daughter. At the evening meal, Timur's brothers spoke of nothing else.

"Such a distance!" cried one. "I might have to stop halfway to catch my breath!"

"Not me!" boasted another. "My canoe slips through water so easily, I'll hardly have to lift my paddle!"

"Hah!" snorted a third. "I know the best current. It will grab my canoe and hurl it across the lagoon!"

Timur said nothing. He longed to have the fine net, which would bring him luck fishing. Although his chances were poor, he began to cherish hopes of winning the race. Long after the others were



snoring, he lay gazing at the stars, which seemed to point the way to Jeh Island.

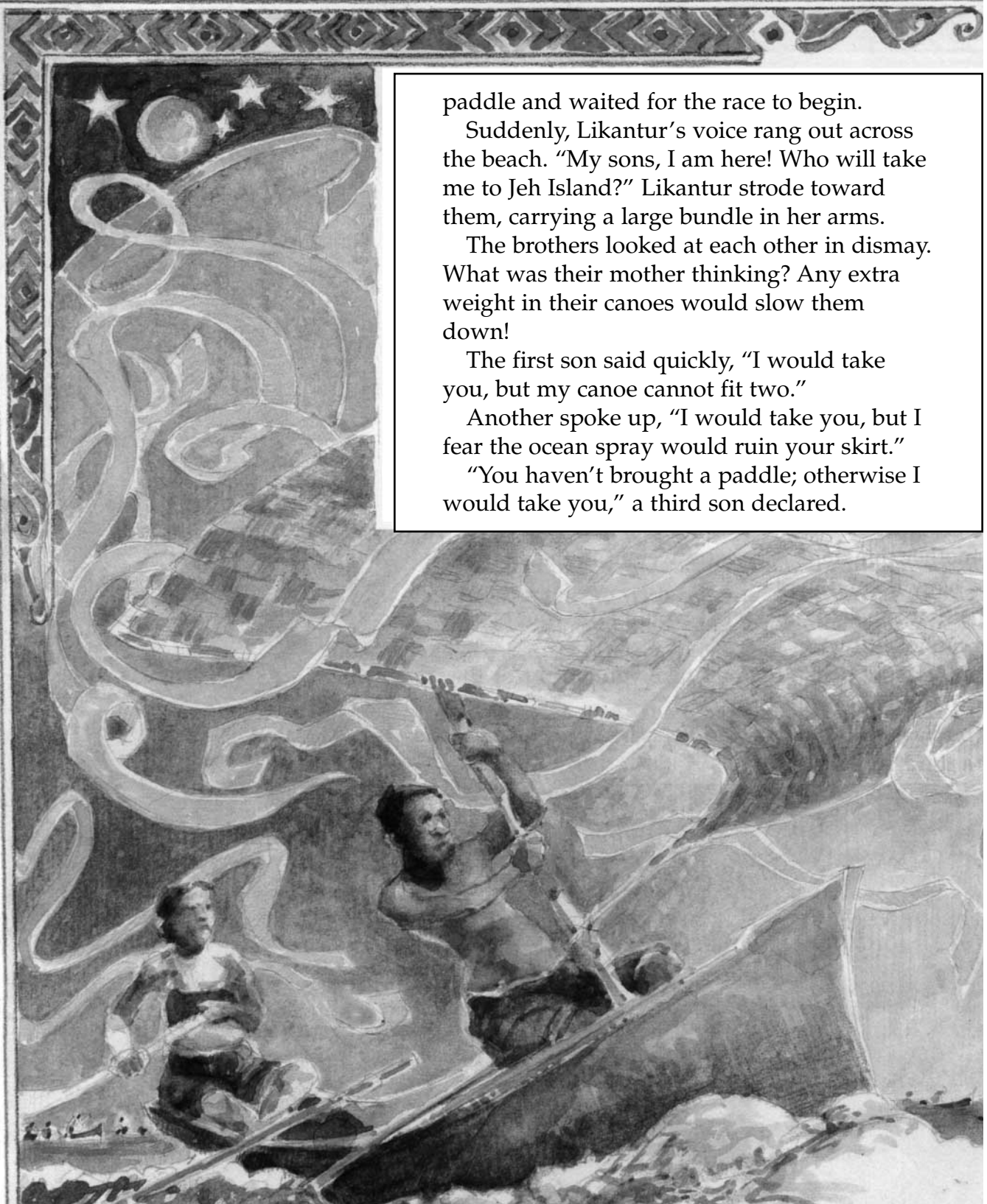
The night before the race, a great storm blew up and battered the village with rain and fierce winds. Timur, worried about his mother, ran through the whipping trees to Likantur's hut. To his surprise, she stood in the rain, holding up a mat of woven pandanus leaves that the storm had ripped from her roof. The wind clutched at the mat, tugging it this way and that. "How strong is the power of the wind!" Timur cried.

Likantur merely nodded and returned silently to her hut. But Timur tossed and turned all night, the wind blowing in and out of his dreams.

The day of the race dawned bright and fair. A brisk wind ruffled the coconut palms and sent tiny clouds scuttling across the sky. All traces of the storm were gone.

Timur went down to the beach to prepare his canoe. As the youngest, he was last in line on the smooth, white sand. How large and powerful the canoes of his brothers looked! But the wind will be with me all the way, he thought. He gripped his





paddle and waited for the race to begin.

Suddenly, Likantur's voice rang out across the beach. "My sons, I am here! Who will take me to Jeh Island?" Likantur strode toward them, carrying a large bundle in her arms.

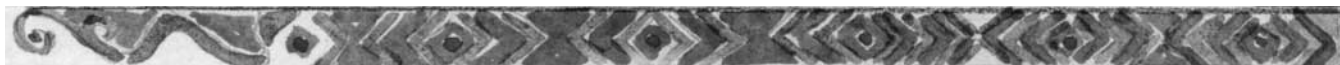
The brothers looked at each other in dismay. What was their mother thinking? Any extra weight in their canoes would slow them down!

The first son said quickly, "I would take you, but my canoe cannot fit two."

Another spoke up, "I would take you, but I fear the ocean spray would ruin your skirt."

"You haven't brought a paddle; otherwise I would take you," a third son declared.



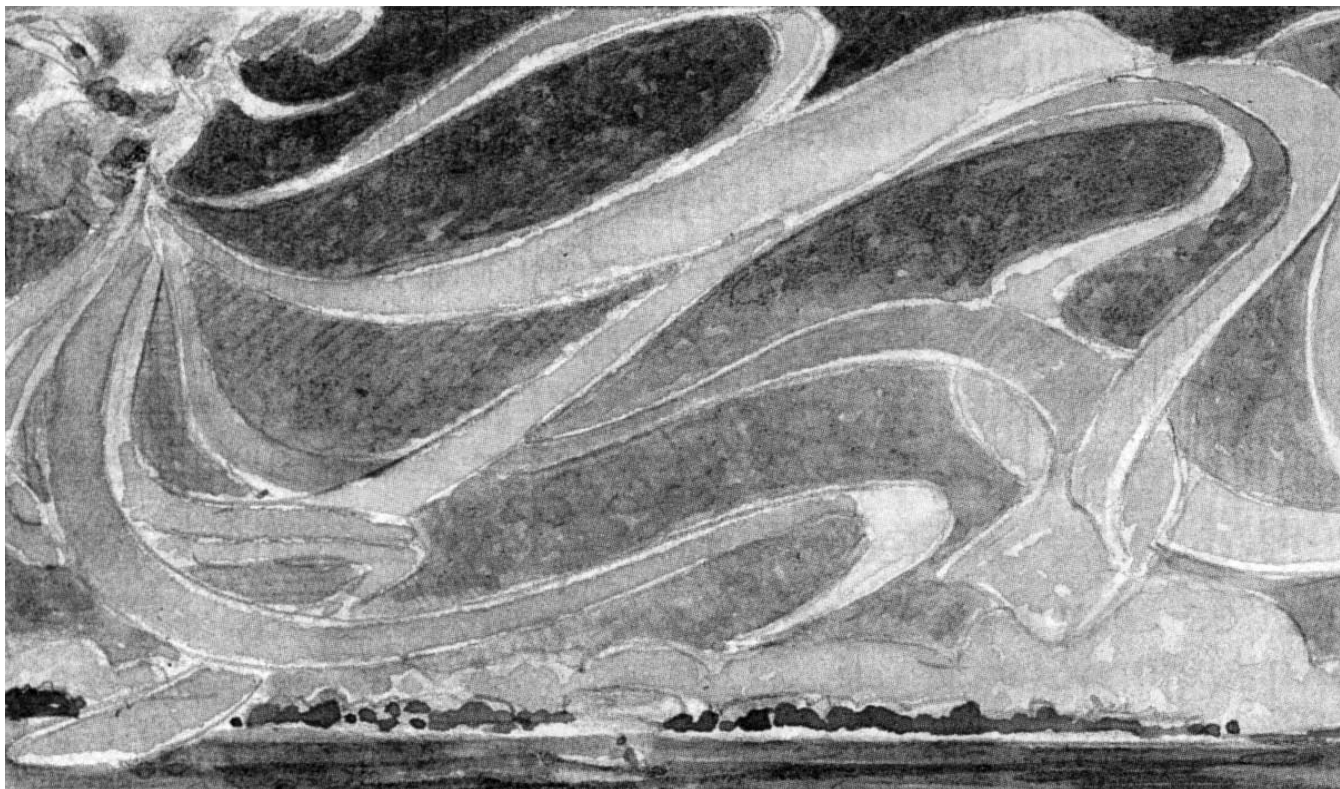


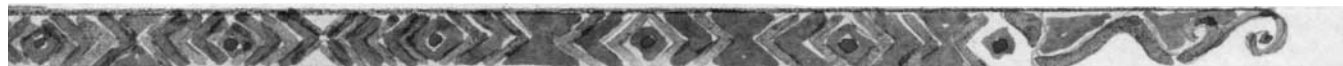
Thwack! came the sound of the king's staff against a coconut, starting the race. Timur's brothers leaped into their canoes and hurriedly pulled away from the beach. Timur looked at his mother. She had raised him and fed him and taught him all she knew. He could not leave her behind.

Shoulders sagging, he said, "Come share my canoe, Mother."

"I have brought the bit of matting from the roof, Timur," Likantur said when they were out on the water. "I thought it might prove useful."

Timur looked into Likantur's eyes, and a seed of excitement began to grow inside him. "Mother, bind your mat to this paddle. Perhaps the wind can help us." With quick fingers and sparkling eyes, Likantur did as he said. Timur raised the paddle toward the sky. As the pocket of matting unfurled, it billowed out in the wind and looked like the round stomach of the king. The canoe shot forward, faster than Timur imagined possible.





“Mother!” Timur cried. “We have caught the wind!”

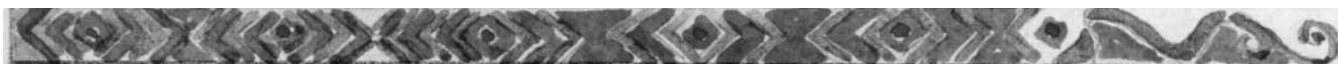
Indeed, they moved as fast as the wind itself, speeding past Timur’s astonished brothers. Likantur’s laughter streamed behind them, mingling with the flap of the sail and the swish of the curling wake.

Timur’s canoe reached the shore of Jeh Island long before anyone else’s. He and Likantur were honored by all in a great feast, and Timur proudly claimed the precious net.

Timur made many more sails with Likantur’s help, and he showed his brothers how to use them. Over the years, the young men found their way from Ailinglapalap to far-flung islands, where they passed on their skills at navigation and sailmaking.

It is said that when Timur and his brothers died, their bodies rose to the heavens. They became bright stars that help sailors find their way across the vast oceans to this very day.

And when a sail flaps in the breeze, people say, it is really the sound of Likantur laughing, knowing that she has captured the wind.



1. **According to this story, people say the sound a flapping sail makes is actually the sound of**

- Ⓐ dancing waves.
- Ⓑ the powerful wind.
- Ⓒ Likantur's laughter.
- Ⓓ the brothers' voices.

2. **On page 16, the author says, "Timur looked into Likantur's eyes, and a seed of excitement began to grow inside him." What is the best meaning of this sentence from the story?**

- Ⓐ Timur did not feel very well.
- Ⓑ Timur was happy to be with his mother.
- Ⓒ Timur ate seeds and could feel them growing.
- Ⓓ Timur started to believe he might win the race.

3. **At what point does Likantur first get the idea to use the mat of leaves for a sail?**

- Ⓐ during the storm at night
- Ⓑ after she looks at the stars
- Ⓒ while she is in Timur's canoe
- Ⓓ when the king announces the race



4. On page 17, the author says, "Indeed, they moved as fast as the wind itself, speeding past Timur's astonished brothers." Why are Timur's brothers astonished?

- Ⓐ They could hear the flap of the sail.
- Ⓑ They had forgotten to bring their paddles.
- Ⓒ They never thought Timur could beat them.
- Ⓓ They were surprised to see their mother.

5. Which of the following quotes helps the reader to predict what happens later in the story?

- Ⓐ "At the time of the taro harvest, excitement gripped the village." (page 13)
- Ⓑ "The wind has great power.... If we could catch it, we could go anywhere," (pages 12–13)
- Ⓒ "They became bright stars that help sailors find their way across the vast oceans to this very day." (page 17)
- Ⓓ "Timur made many more sails with Likantur's help, and he showed his brothers how to use them." (page 17)



- 7. The author uses descriptive words to make the story come alive. Sometimes she gives objects the qualities of people or animals. For example, she writes “dancing waves” and describes the reef that has “jagged teeth as sharp as a shark’s.” Find two examples like these, and list them. Explain what each of your examples means.**

Write your response on the lines below.

This image shows a full page of white paper with horizontal grey ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a black octagonal stop sign with the word "STOP" written in bold, white, sans-serif capital letters.

If you have time, you may review your work in this section only.



**DO NOT GO ON
UNTIL YOU ARE
TOLD TO DO SO.**

Directions to the Student

Read the poem “Eletelephony” to yourself while it is read to you. Afterwards, you will do a writing assignment. The poem may give you ideas for your writing.

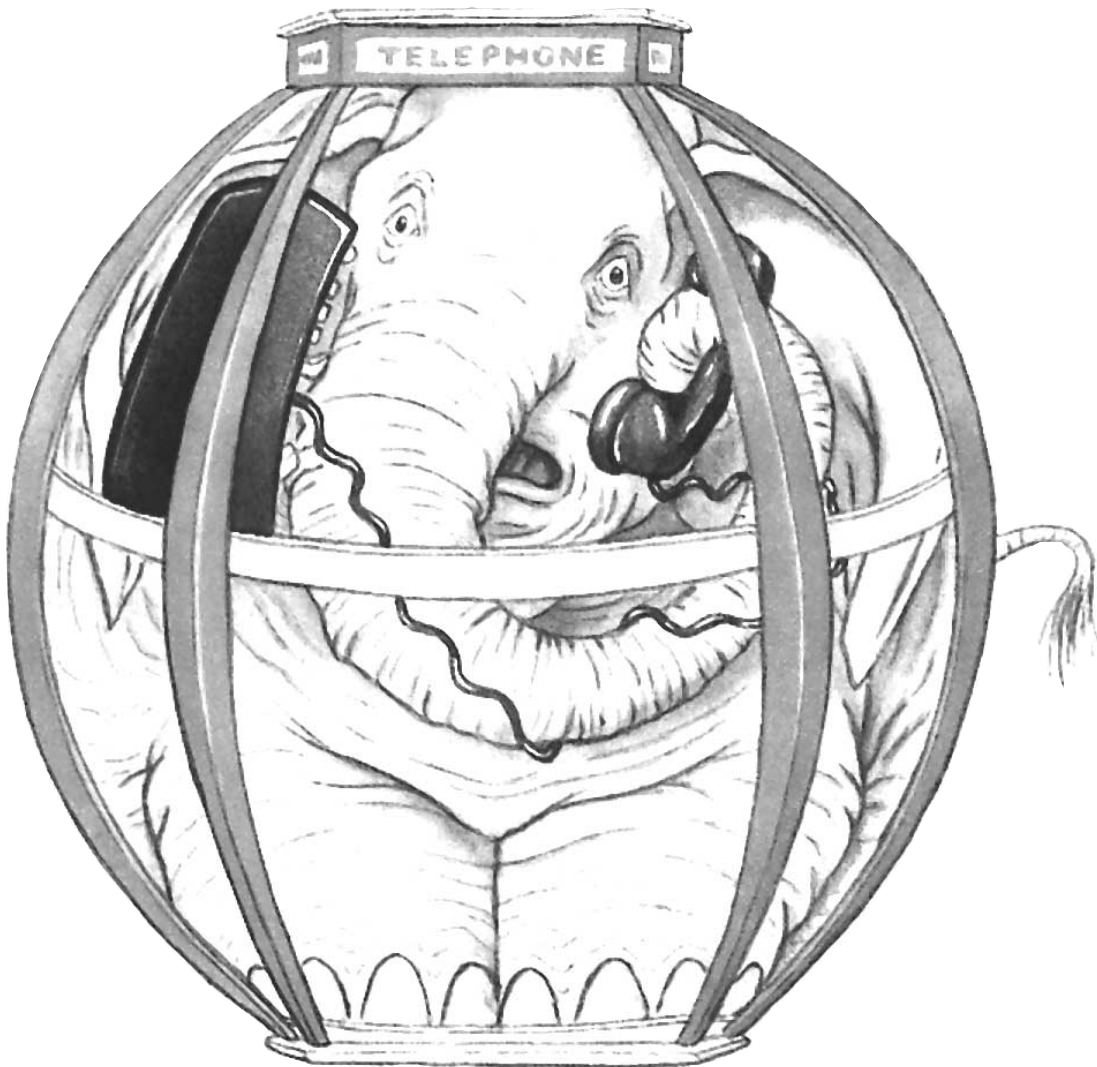


ELETELEPHONY

Once there was an elephant,
Who tried to use the telephant —
No! No! I mean an elephone
Who tried to use the telephone —
(Dear me! I am not certain quite
That even now I've got it right.)

Howe'er it was, he got his trunk
Entangled in the telephunk;
The more he tried to get it free,
The louder buzzed the telephee —
(I fear I'd better drop the song
Of elephop and telephong!)

Laura E. Richards



Writing Task B

The poet uses the language to make us laugh. Think about a time when you made someone laugh or someone made you laugh. Write a composition describing that time. Be sure to explain in detail what was funny and why it was funny.

You may take notes, create a web, or do other prewriting work in the space provided on pages 25 and 26. Then, write your description on the lines provided on pages 27 and 28.

Here is a checklist for you to follow to help you do your best writing. Please read it silently as I read it aloud to you.

Writer's Checklist

Remember to

- ☐ Keep the central idea or topic in mind.
- ☐ Keep your audience in mind.
- ☐ Support your ideas with details, explanations, and examples.
- ☐ State your ideas in a clear sequence.
- ☐ Include an opening and a closing.
- ☐ Use a variety of words and vary your sentence structure.
- ☐ State your opinion or conclusion clearly.
- ☐ Capitalize, spell, and use punctuation correctly.
- ☐ Write neatly.

After you write your story, read what you have written. Use the checklist to make certain that your writing is the best it can be.





WRITING TASK B – PREWRITING SPACE
Use the space below to plan your writing.



PREWRITING SPACE (continued)





If you have time, you may review your work in this section only.



Day 2

Directions to the Student

In the following section, you will read a passage and answer the questions that follow. Some questions will be multiple-choice; others will be open-ended.

Sample Passage

The sample passage and questions below show you what the questions are like and how to mark your answer.

Weather is the condition of the air at a certain time and place. Knowing what the weather is going to be like is useful whether you are planning a special event or performing a task. One way to learn about the weather is to listen to a weather report.

A weather report usually answers these questions: (1) What is the temperature? (2) Is the sun shining or is it cloudy? (3) Has there been any rain, snow, or hail? (4) How windy is it? (5) Is there much dampness – humidity – in the air?



Sample Multiple-Choice Question

According to the passage, which question would a weather report answer?

- Ⓐ Where are we?
- Ⓑ What time is it?
- Ⓒ Who are you?
- How hot is it?

The correct answer is D. The circle with the D in it has been filled in to show that D is the correct answer.

Sample Open-Ended Question

For this type of question, you will write several sentences on the lines provided. For example:

According to the passage, weather is the condition in a certain time and place. Why would it be important to know what the weather is today or what it will be tomorrow? Be sure to use examples or ideas from the passage or your own life to support your answer.

It is important to know what the weather is so you
can plan what you are going to do. If you decide to go
swimming, but you don't know what the weather is
going to be like, you could find yourself swimming
between the raindrops or the snowflakes!

[These are the first two sentences of a good answer.]



Bark and Leaf Rubbings

Tree trunks and branches have a thick, protective covering called bark. The bark has patterns of ridges, knobs, slits, twists and holes all over it. The patterns are different on each kind of tree. Leaves also have different shapes and patterns. The easiest way to recognize a tree is by looking at its leaves. Make bark and leaf rubbings to see these shapes and patterns clearly.

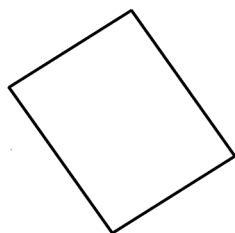
YOU WILL NEED THESE MATERIALS AND TOOLS



Leaves



Tacks



Thick paper



Wax crayons

Bark

Bark is waterproof and too tough for most animals to eat. It protects the softer wood inside. As trees grow, their trunks and branches get thicker. But the bark on the outside is dead, so it cracks and flakes as new bark grows underneath. It is these cracks that make the different patterns for each tree.



Naeve has made a collection of bark and leaf rubbings. She has used different colored wax crayons for each tree.



BARK



1. Find a tree with some knobby bark. Pin a piece of paper to the tree trunk with some tacks. Bark is tough, so ask an adult to help.



2. Use a wax crayon to rub over the paper. Rub just hard enough to allow the pattern to show. Do not press too hard or the paper will tear.



3. Make bark rubbings from different trees. Find some nice fallen leaves from each tree and give them to a friend.



4. Your friend can choose the leaves he likes best. Ask your friend to make rubbings of these leaves to go with your bark pictures.



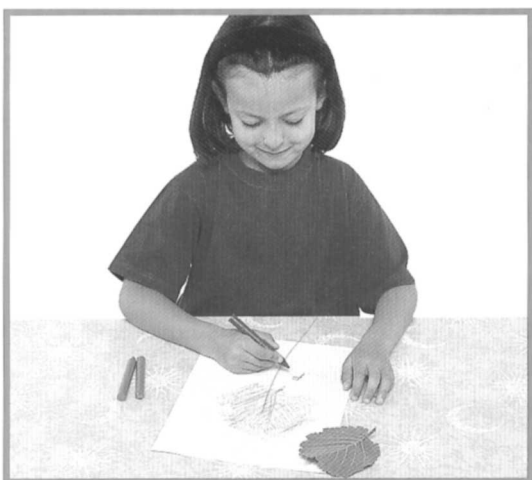
Leaf



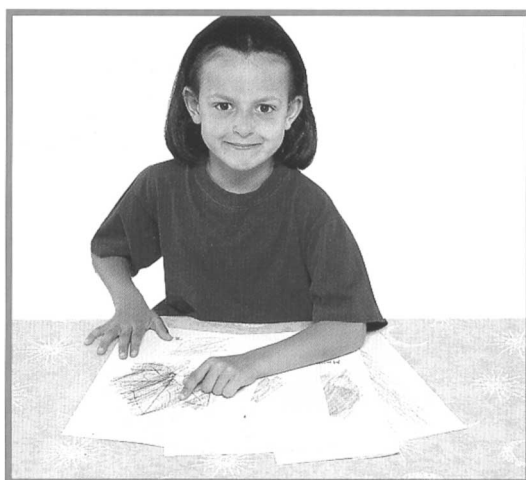
1. To do a leaf rubbing, lay the chosen leaf with its underside face up on a smooth, hard surface. Cover it completely with a sheet of paper.



2. Rub a wax crayon over the paper until the leaf vein pattern shows through. Do not press too hard or the pattern will not come out.

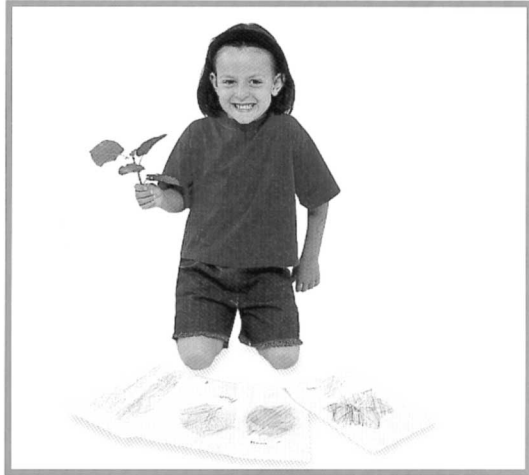


3. On the piece of paper, write the name of the leaf and when you did the rubbing. Try more rubbings using leaves from other trees.

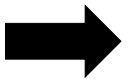
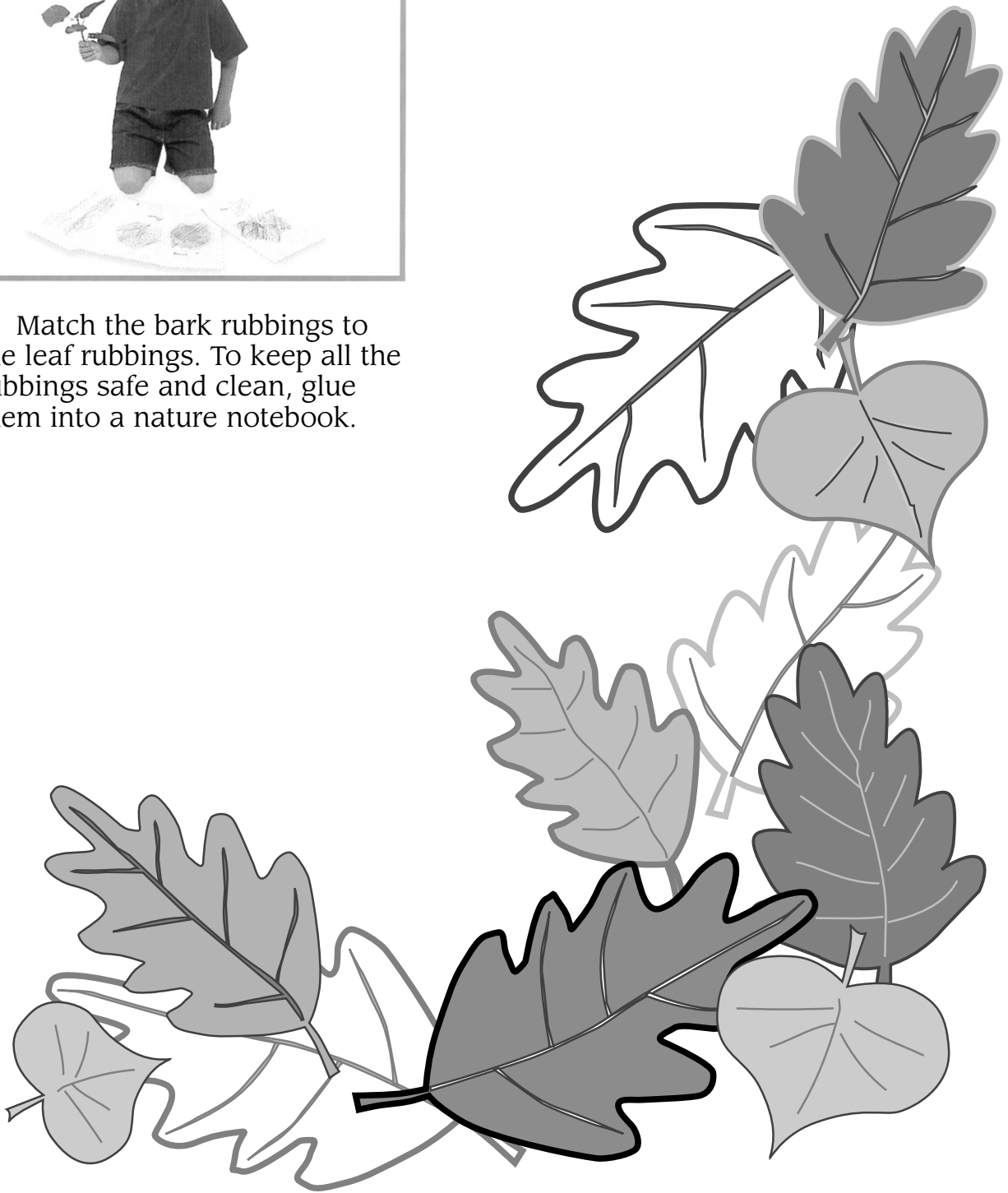


4. Notice how the leaves from different trees have a different shape and pattern of veins. The veins will show up clearly on your rubbings.





5. Match the bark rubbings to the leaf rubbings. To keep all the rubbings safe and clean, glue them into a nature notebook.





8. The author wrote this selection to describe how to

- Ⓐ recognize trees.
- Ⓑ identify the parts of a leaf.
- Ⓒ complete a nature rubbing.
- Ⓓ examine tree bark.

9. What makes the leaf pattern?

- Ⓐ cracks
- Ⓑ veins
- Ⓒ stem
- Ⓓ color

10. Which of these might be considered bad weather conditions for bark rubbing?

- Ⓐ cool
- Ⓑ cloudy
- Ⓒ windy
- Ⓓ sunny



● ● ● ●

11. Why does the bark of a tree crack and flake?

- Ⓐ Animals try to eat it.
- Ⓑ Water passes through it.
- Ⓒ Softer wood is protected by it.
- Ⓓ New bark grows underneath it.

12. For bark rubbings, the author tells you to find a tree that has *knobby* bark. *Knobby* probably means

- Ⓐ hard.
- Ⓑ dark.
- Ⓒ bumpy.
- Ⓓ smooth.





grass

rosebud

coins

sand

rocks

lace fabric

truck tire

cement sidewalk

baseball cards

- Write your response on the lines below.**

If you have time, you may review your work in this section only.





Acknowledgments

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